

ESL-1030: ENGLISH AS A SECOND LANGUAGE: BASIC GRAMMAR FOR COMMUNICATION

Cuyahoga Community College

Viewing: ESL-1030 : English as a Second Language: Basic Grammar for Communication

Board of Trustees:

9/28/2023

Academic Term:

Fall 2024

Subject Code

ESL - English As A Second Language

Course Number:

1030

Title:

English as a Second Language: Basic Grammar for Communication

Catalog Description:

English for non-native speakers. Understanding and practice of basic grammatical forms and functions of American English. Focus on form, meaning, and use in written and oral communication.

Credit Hour(s):

6

Lecture Hour(s):

5

Lab Hour(s):

2

Requisites

Prerequisite and Corequisite

Placement by ESL assessment exam.

Outcomes

Course Outcome(s):

Identify, interpret, and apply the following speaking functions using American English.

Objective(s):

1. Make introductions.
 2. Extend greetings and partings.
 3. Express gratitude.
 4. Ask for and understand directions.
 5. Inquire about and give location.
 6. Ask for and report information.
 7. Instruct and give commands.
 8. Make apologies.
 9. Check and indicate understanding.
 10. Indicate ability and inability to perform certain tasks.
 12. Express likes and dislikes.
 13. Express wants, needs, and desires.
 14. Ask for and give advice.
 15. Accept and decline offers.
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Course Outcome(s):

Identify the form, meaning, and function of the following structures and apply them appropriately in both oral and written exercises.

Objective(s):

1. Identify and use verbs.
2. Identify and use nouns.
3. Identify and use subject and object pronouns.
4. Identify and use adjectives, including possessive adjectives.
5. Identify and use articles.
6. Identify and use adverbs.
7. Identify and use prepositions of time and place.
8. Identify and use basic collocations.
9. Identify and use basic sentence patterns with BE (Basic English) and non-BE verbs (in affirmative and negative structures).
 - i. Subject + BE + adjective.
 - ii. Subject + BE + preposition.
 - iii. Subject + BE + adverb.
 - iv. Subject + verb.
 - v. Subject + verb + object.
10. Identify and use basic question patterns with BE and non-BE verbs (in yes/no and information question structures).
11. Identify and use imperatives.

Course Outcome(s):

Identify and apply these basic elements of English speech in controlled oral exercises, and analyze these elements in listening exercises.

Objective(s):

1. Identify, distinguish, and utilize vowels.
2. Identify, distinguish, and utilize consonants.
3. Identify, distinguish, and utilize syllable stress.
4. Identify, distinguish, and utilize word stress in sentences.
4. Identify, distinguish, and utilize basic rhythm.
5. Identify, distinguish, and utilize basic intonation patterns.

Methods of Evaluation:

1. Assessments from textbooks, online sources, supplemental websites, and activities designed by the instructor
2. Written and oral quizzes and examinations on grammar, listening, sentence patterns, and structures, pronunciation, and sentence structure.
3. Oral and written dialogues
4. Dictations
5. Online activities and tests

Course Content Outline:

1. Grammatical structures: Identify and apply the forms, meanings, and functions of basic structures in grammar, listening, and speaking in aural, oral, and written exercises to create effective communication
 - a. Verbs (affirmative and negative)
 - i. Be and Have
 - ii. Simple Present
 - iii. Present Progressive
 - iv. Imperatives
 - v. Past (regular and limited / high frequency irregular verbs)
 - vi. Simple future (with "be going to")
 - vii. Modals
 - A. Can for

1. informal request
2. informal permission
3. ability
- B. Could for past ability
- C. Should for advice
- D. May for permission
- b. Pronouns
 - i. Subject
 - ii. Object
- c. Nouns
 - i. Proper versus common nouns
 - ii. Possessive nouns (e.g. John's)
 - iii. Count versus non-count nouns
 - iv. Singular and plural forms of nouns including basic irregular plurals
- d. Articles
 - i. A versus An
 - ii. A / An versus The
 - iii. 1st mention versus 2nd mention
- e. Adjectives
 - i. Descriptive
 - ii. Possessive
- f. Adverbs
 - i. Adverbs of frequency
 1. Always
 2. Almost always
 3. Usually
 4. Often
 5. Sometimes
 6. Almost never
 7. Never
 - ii. Basic adverbs
- g. Basic sentence patterns with BE(Basic English) (in affirmative and negative statements)
 - i. Subject + BE + noun
 - ii. Subject + BE + adjective
 - iii. Subject + BE + place / prepositional phrase
 - iv. Subject + BE + time
 - v. There + BE + noun + (place) + (time)
 - vi. It + BE + adjective
 - vii. It + BE + noun
 - viii. It + BE + prepositional phrase
- h. Basic sentence patterns with Non-BE verbs (in affirmative and negative statements)
 - i. Subject + verb
 - ii. Subject + verb + object
 - iii. Subject + verb + adverb
 - iv. Subject + verb + object + (place) + (time)
1. Apply basic structure to formulate effective aural, oral, and written communication in everyday communications / daily conversational contexts
 - a. Give and respond to greetings
 - b. Make introductions
 - c. Express gratitude
 - d. Ask for and follow instructions (classroom, test, homework, etc. in written and oral forms)
 - e. Ask for and give directions about locations
 - i. Cardinal directions (north, south, east, west)
 - ii. Directions to and from a location

- f. Ask and respond to questions
 - g. State and follow imperatives
 - h. Apologize and respond to apologies
 - i. Check for and indicate understanding
 - j. Indicate ability and inability (present with "can" and past with "could" to perform certain tasks)
 - k. Ask for and give permission (can and cannot, may and may not)
 - l. Express possibilities (could)
 - m. Make requests (can)
 - n. Express wants (want versus would like)
 - o. Express likes and dislikes (like, don't like, love, dislike)
 - p. Ask for and give advice (should)
 - q. Accept and decline offers
2. Recognize and identify basic elements of American pronunciation, produce them orally, and distinguish them in controlled listening
- a. Vowels
 - b. Consonants
 - i. th sounds (voiced and unvoiced)
 - ii. -s endings (for plural nouns and present verbs) /z/, /s/, /iz)
 - iii. -ed endings (for past verbs) /t/, /d/, /id/
 - c. Stress (words and sentences)
 - i. Recognize, identify, and count syllables in words
 - ii. Recognize and identify syllable stress
 - iii. Recognize and identify word stress in sentences
 - d. Rhythm and intonation
 - i. Recognize and identify in statements
 - ii. Recognize and identify in Yes/ No questions
 - iii. Recognize and identify in Information questions

Resources

Alderson, J. Charles, et al. *The Diagnosis of Reading in a Second or Foreign Language*. New York: Routledge, 2015.

Boguchwal, Sherry and Johanna Pugni. *ESL Beginner*. 3rd. Picataway, New Jersey: Research Education Assoc., Inc., 2013.

Day, Richard, R. *New Ways in Teaching Reading*. Alexandria, VA: TESOL, 2012.

Elbaum, Sandra N. *Grammar in Context, Basic*. 7th. Boston: Cengage, 2021.

Foley, Barbara and Elizabeth Neblett. *English in Action 1*. Boston: National Geographic Learning, 2019.

Farrell, Thomas. *Reflecting on Teaching the Four Skills: 60 Strategies for Professional Development*. Ann Arbor, Michigan: University of Michigan Press, 2012.

Ferris, Dana R. *Treatment of Error in Second Language Student Writing*. 2nd ed. Ann Arbor, Michigan: University of Michigan Press, 2011.

Goldschmidt, Myra M. and Debbie Lamb Ousey. *Teaching Developmental Immigrant Students in Undergraduate Programs: A Practical Guide*. Ann Arbor, Michigan: University of Michigan Press, 2011.

Graham-Marr, Alastir, Moran, David, Reynolds, Brett and Suzanne McNeese. *Communication Spotlight: Starter*. 2nd. Kanagawa: Abax, 2013.

Hirvela, Alan. *Connecting Reading & Writing in Second Language Writing Instruction*. 2nd. Ann Arbor, Michigan: University of Michigan Press, 2016.

Larsen-Freeman, Diane and , Marianne Celce-Murcia. *The Grammar Book*. 3rd. Heinle, 2015.

Lessard-Clouston, Michael. *Teaching Vocabulary*. Alexandria, VA: TESOL, 2015.

McClure, Kevin and Mari Vargo. *Q: Skills for Success Listening and Speaking Intro*. 3rd. New York: Oxford, 2020.

Mussman, Denise, et al. *New Ways in Teaching Writing*. Alexandria, VA: TESOL, 2013.

Nunan, David. *Learner-Centered English Language Education: The Selected Works of David Nunan*. New York: Routledge, 2013.

Schoenberg, Irene and Jay Maurer. *Focus on Grammar 1*. 4th. White Plains, NY: Pearson Longman, 2017.

Stanley, Graham. *Language Learning with Technology: Ideas for Integrating Technology in the Classroom*. New York: Cambridge, 2013.

Weigle, Sara Cushing. *Assessing Writing*. New York: Cambridge, 2002.

Resources Other

1. The Internet TESL Journal. iteslj.org (<http://iteslj.org/>).
2. www.english.trailers.com (<http://www.english.trailers.com>)
3. <http://www.eslmania.com/students/students.htm>
4. Studies in Second Language Acquisition. Cambridge Online Journals. Web. <http://journals.cambridge.org/action/displayJournal?jid=SLA> (<http://journals.cambridge.org/action/displayJournal/?jid=SLA>)
5. TESOL Journal. TESOL. Web. <http://www.tesol-journal.com/index> (<http://www.tesol-journal.com/index/>)
6. TESOL Quarterly. Hoboken, NJ: Wiley-Blackwell.
7. <https://www.storylineonline.net/>

Top of page

Key: 1912